



Robert E Howard Middle

1255 Belleville Road
Orangeburg, South Carolina 29115

Grades 6-8 Middle School

Enrollment 549 Students

Principal Dr. Jacqueline Vogt 803-534-5470

Superintendent Melvin Smoak 803-534-5454

Board Chair Dr. Kalu Kalu 803-534-5454

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	1	6	46

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 9 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Below Average	No
2004	Below Average	Good	No
2005	Below Average	Unsatisfactory	No
2006	Unsatisfactory	Unsatisfactory	No

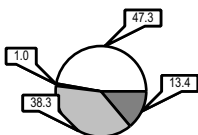
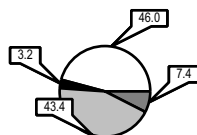
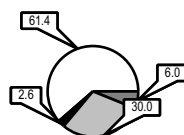
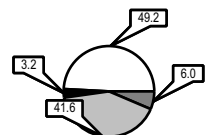
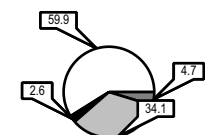
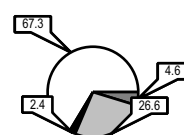
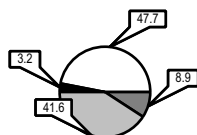
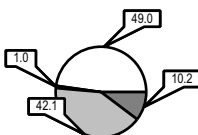
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0	89.7
English 1	100.0	80.4
Biology 1/Applied Biology 2	N/A	43.4
Physical Science	N/A	27.9
All Subjects	100.0	82.1

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	548	99.3	47.1	38.4	13.5	1.0	20.5	No	Yes
Gender									
Male	272	99.6	57.9	31.4	9.9	0.8	14.9	N/A	N/A
Female	276	98.9	36.9	45.1	16.9	1.2	25.9	N/A	N/A
Racial/Ethnic Group									
White	14	100.0	40.0	50.0	10.0	0.0	30.0	I/S	I/S
African American	533	99.2	47.3	38.3	13.4	1.0	20.2	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	440	99.3	38.5	44.3	16.0	1.3	24.5	N/A	N/A
Disabled	108	99.1	82.5	14.4	3.1	0.0	4.1	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	548	99.3	47.1	38.4	13.5	1.0	20.5	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	548	99.3	47.1	38.4	13.5	1.0	20.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	477	99.4	48.6	38.7	12.0	0.7	18.5	No	Yes
Full-pay meals	69	98.6	36.9	36.9	23.1	3.1	33.8	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	548	99.5	45.7	43.7	7.4	3.2	19.9	No	Yes
Gender									
Male	272	99.6	50.8	39.7	7.0	2.5	17.8	N/A	N/A
Female	276	99.3	40.8	47.5	7.8	3.9	22.0	N/A	N/A
Racial/Ethnic Group									
White	14	100.0	50.0	20.0	30.0	0.0	40.0	I/S	I/S
African American	533	99.4	45.7	44.2	6.8	3.3	19.3	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	440	99.5	36.5	50.5	9.0	4.0	24.0	N/A	N/A
Disabled	108	99.1	83.5	15.5	1.0	0.0	3.1	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	548	99.5	45.7	43.7	7.4	3.2	19.9	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	548	99.5	45.7	43.7	7.4	3.2	19.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	477	99.6	47.9	42.8	6.9	2.3	18.5	No	Yes
Full-pay meals	69	98.6	30.8	49.2	10.8	9.2	29.2	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	548	99.5	61.2	30.2	6.0	2.6	8.7
Gender							
Male	272	99.6	66.1	24.4	5.4	4.1	9.5
Female	276	99.3	56.5	35.7	6.7	1.2	7.8
Racial/Ethnic Group							
White	14	100.0	50.0	30.0	20.0	0.0	20.0
African American	533	99.4	61.5	30.0	5.8	2.7	8.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	440	99.5	55.3	34.5	7.3	3.0	10.3
Disabled	108	99.1	85.6	12.4	1.0	1.0	2.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	548	99.5	61.2	30.2	6.0	2.6	8.7
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	548	99.5	61.2	30.2	6.0	2.6	8.7
Socio-Economic Status							
Subsidized meals	477	99.6	62.3	30.8	5.6	1.4	6.9
Full-pay meals	69	98.6	53.8	26.2	9.2	10.8	20.0

Social Studies							
All Students	548	99.5	48.9	41.9	6.0	3.2	9.3
Gender							
Male	272	99.6	52.5	39.3	4.5	3.7	8.3
Female	276	99.3	45.5	44.3	7.5	2.7	10.2
Racial/Ethnic Group							
White	14	100.0	70.0	20.0	0.0	10.0	10.0
African American	533	99.4	48.6	42.2	6.2	3.1	9.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	440	99.5	41.5	47.3	7.3	4.0	11.3
Disabled	108	99.1	79.4	19.6	1.0	0.0	1.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	548	99.5	48.9	41.9	6.0	3.2	9.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	548	99.5	48.9	41.9	6.0	3.2	9.3
Socio-Economic Status							
Subsidized meals	477	99.6	50.2	41.7	5.6	2.5	8.1
Full-pay meals	69	98.6	40.0	43.1	9.2	7.7	16.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	192	98.4	37.1	38.2	21.2	3.5	24.7
	7	226	98.2	41.9	47.5	10.6	0.0	10.6
	8	190	99.0	33.7	55.2	10.5	0.6	11.0
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	173	99.4	57.1	28.2	12.8	1.9	14.7
	7	193	99.5	40.0	46.3	12.6	1.1	13.7
	8	182	98.9	45.2	39.8	15.1	0.0	15.1
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	192	99.0	35.7	43.9	14.0	6.4	20.5
	7	226	98.2	48.5	36.4	12.1	3.0	15.2
	8	190	99.0	60.5	37.2	1.7	0.6	2.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	173	99.4	42.9	45.5	8.3	3.2	11.5
	7	193	99.5	33.7	52.0	9.1	5.1	14.3
	8	182	99.5	60.8	33.1	4.8	1.2	6.0
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	192	99.0	61.4	26.9	7.0	4.7	11.7
	7	226	98.2	55.6	32.3	9.1	3.0	12.1
	8	190	99.0	64.0	33.1	2.9	0.0	2.9
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	173	99.4	72.4	21.2	3.2	3.2	6.4
	7	193	99.5	52.6	32.0	11.4	4.0	15.4
	8	182	99.5	59.6	36.7	3.0	0.6	3.6
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	192	99.0	32.2	38.0	18.1	11.7	29.8
	7	226	98.2	65.7	30.3	2.0	2.0	4.0
	8	190	99.0	67.4	32.0	0.6	0.0	0.6
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	173	99.4	46.8	43.6	5.1	4.5	9.6
	7	193	99.5	57.7	34.3	4.6	3.4	8.0
	8	182	99.5	41.6	48.2	8.4	1.8	10.2

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 549)				
Students enrolled in high school credit courses (grades 7 & 8)	5.3%	Up from 3.5%	9.7%	16.7%
Retention rate	6.2%	Up from 3.4%	3.9%	2.5%
Attendance rate	94.5%	Up from 89.6%	95.3%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 15.5%	0.6%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 15.2%	0.5%	1.0%
Eligible for gifted and talented	3.6%	Up from 3.1%	7.0%	15.6%
On academic plans	0.0%	N/AV	55.5%	39.9%
On academic probation	0.0%	N/AV	3.4%	0.7%
With disabilities other than speech	17.8%	Up from 17.0%	14.7%	12.4%
Older than usual for grade	8.7%	Up from 6.1%	7.9%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Down from 2.7%	1.9%	0.9%
Annual dropout rate	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n= 44)				
Teachers with advanced degrees	56.8%	Up from 55.8%	53.8%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	15.4%	N/A	16.7%	9.1%
Teachers with emergency or provisional certificates	5.6%	Up from 5.0%	13.6%	5.6%
Teachers returning from previous year	79.5%	Down from 81.2%	76.7%	84.6%
Teacher attendance rate	96.4%	Up from 94.6%	94.2%	94.8%
Average teacher salary	\$42,406	Down 1.8%	\$40,455	\$42,267
Prof. development days/teacher	16.5 days	Up from 8.5 days	11.6 days	11.9 days
School				
Principal's years at school	4.0	Up from 3.0	2.0	3.0
Student-teacher ratio in core subjects	19.6 to 1	Down from 21.7 to 1	19.0 to 1	21.1 to 1
Prime instructional time	89.7%	Up from 82.6%	87.4%	89.0%
Dollars spent per pupil*	\$7,678	Up 3.5%	\$7,502	\$6,243
Percent of expenditures for teacher salaries*	59.2%	Down from 62.6%	55.3%	59.8%
Percent of expenditures for instruction*	67.3%		64.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	92.0%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	5.6%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Robert E. Howard Middle School is a Title One school serving 550 students in grades six through eight in the city of Orangeburg. We offer a comprehensive program of studies serving academically talented students and students who require exceptional services. Eighth grade students who qualify enroll in high school level classes, English I and Algebra I.

Our academic program is enhanced by an excellent Media Center. This year saw increases in the usage of the Media Center and in the circulation of books.

Students were mentored by a number of community and school personnel.

Through the Character Education Lyceum series a number of guest speakers and presenters reinforced the Community of Character trait of the month.

A Howard student earned the prestigious academic honor of becoming a Duke TIPS. Several students qualified to take the PSAT exams.

Students were afforded a number of enrichment/tutoring opportunities throughout the year. Project FLAVA and Gear Up are cooperative programs that are sponsored by South Carolina State University and Claflin University respectively. Students also participated in the Homework Center and Saturday Academy test preparation sessions.

Howard serves the total student. The fine arts program produced several award-winning performances, including a Superior-Rating at the SC Band Concert Festival, a state level art contest winner in Art and numerous other winners in fair competitions.

Dr. Jacqueline Vogt, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	42	153	105
Percent satisfied with learning environment	90.5%	75.8%	85.9%
Percent satisfied with social and physical environment	97.6%	84.3%	81.7%
Percent satisfied with school-home relations	35.7%	86.9%	84.6%

*Only students at the highest middle school grade level at this school and their parents were included.